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New Mexico Public Regulation Commission Nominating Committee
P.O. Box 1269
Santa Fe, NM 87504-1269

Dear Chair Seguin and Members of the New Mexico Public Regulation Commission Nominating Committee:

I am pleased to submit my application for appointment to the New Mexico Public Regulation Commission beginning January 1, 2027. As a New Mexico educational executive, licensed superintendent, scholar-practitioner, and public-sector leader with more than 30 years of progressive experience, I have built my career around a fundamental responsibility that is equally central to effective public regulation: using evidence, sound judgment, accountability, and responsible stewardship of public resources to make decisions that improve outcomes for the people and communities served.

My professional qualifications meet the requirements outlined in NMSA §§ 62-19-4 and 62-19-5. I hold a Doctor of Education in PK-20 Educational Leadership, an Education Specialist degree in K-12 Principal Leadership, three master's degrees in education and administration, and a bachelor's degree in Early Childhood Education. In addition, I have more than 30 years of professional experience in education, public administration, policy implementation, organizational leadership, accountability, data analysis, resource stewardship, and executive decision-making, including substantial experience in New Mexico's public-sector and educational systems.

Throughout my career, I have been entrusted with decisions involving complex evidence, competing interests, limited resources, statutory and regulatory requirements, and the obligation to serve the public fairly and effectively. As a principal, assistant principal, superintendent fellow, director, university faculty member, and educational executive, I have worked across school systems, higher education, government, community organizations, boards, families, and external partners. These experiences have required me to evaluate evidence critically, distinguish meaningful measures from incomplete information, establish priorities, assess competing solutions, and translate policy and accountability requirements into measurable action.

My experience with assessment and accountability is particularly relevant to the Commission's adjudicatory and policy responsibilities. I have directed the analysis of item-level assessment

results, proficiency distributions, multiple measures of performance, benchmark and summative assessments, standards-to-assessment alignment, and evidence of program effectiveness. I have used that information to identify gaps, evaluate competing explanations, redesign interventions, allocate resources, and monitor whether adopted strategies produced the intended results. In regulatory decision-making, I would bring that same disciplined approach to reviewing expert testimony, technical evidence, recommendations, and competing positions—while maintaining an independent focus on the facts, the law, and the public interest.

My record demonstrates that I am a results-oriented executive who can move from analysis to action. In Albuquerque Public Schools, I led schoolwide turnaround priorities involving enrollment, attendance, academic achievement, culture, and equitable opportunity. During that tenure, enrollment increased 76 percent, attendance improved from 42 percent to 80 percent, ELA and mathematics performance increased 13 percent, and school-climate measures improved by 80 percent. Earlier, as an elementary principal in Hobbs Municipal Schools, I helped move a school from "Academically Unacceptable" to "Academically Acceptable" within one year while reducing out-of-school suspensions by 90 percent. As Director of Student Services and an Assistant Superintendent Fellow, I helped drive a 95 percent improvement in special-education academic outcomes within three months. Across these assignments, I have demonstrated that accountability is most effective when evidence is paired with thoughtful policy, disciplined implementation, and measurable follow-through.

I also understand that effective regulation requires more than technical competence. It requires independence, transparency, patience, intellectual rigor, and the ability to listen carefully to stakeholders whose interests may differ. My leadership experience has placed me in precisely those circumstances. I have worked with educators, administrators, students and families, elected and appointed leaders, university officials, government partners, community organizations, and advocacy stakeholders. Through those relationships, I have learned to engage competing perspectives respectfully while remaining accountable for the final decision and its consequences.

I recognize the significance of the Commission's responsibility to regulate utilities and telecommunications providers, promote public safety through pipeline oversight, establish fair and reasonable rates, assure adequate and reliable service, promulgate rules, implement statutory mandates, and adjudicate matters involving regulated entities. While my professional career has

been rooted in public education rather than the utility industry, I bring a perspective that I believe would strengthen the Commission: the perspective of a public-sector executive accustomed to examining complex evidence, protecting the interests of the people being served, evaluating organizational performance, overseeing significant resources, implementing policy, and making consequential decisions in environments where public trust matters.

My commitment would be to approach each matter before the Commission independently and thoughtfully, without preconceived outcomes and without allegiance to any regulated interest. I would seek to understand the technical, economic, legal, operational, and public-policy dimensions of each matter; ask rigorous questions; listen to expert and stakeholder perspectives; and make decisions grounded in the law, the evidentiary record, sound public policy, and the Commission's responsibility to New Mexicans.

I am Nonpartisan. I understand and accept the full-time nature of the Commissioner position and the obligation to devote my professional efforts to the business of the Commission. I am also prepared to satisfy the Commission's background-review requirements and all applicable provisions concerning financial interests and independence from regulated entities.

Serving New Mexico as a Commissioner would be an opportunity to extend a career dedicated to public service into another vital area of public policy. I would bring to the Commission the perspective of an experienced New Mexico executive, the analytical discipline of an assessment and accountability leader, the governance experience of a superintendent-level administrator, and a deep commitment to responsible stewardship of public institutions and public resources.

Thank you for considering my application and for your service to the people of New Mexico. I would welcome the opportunity to discuss how my experience, judgment, and commitment to public service could contribute to the work of the New Mexico Public Regulation Commission.

Respectfully,

Dr. Robert Sims, Jr., Ed.D.

Los Lunas, New Mexico

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DR. ROBERT SIMS JR., Ed.D.

EDUCATIONAL EXECUTIVE | CURRICULUM, ASSESSMENT & ACCOUNTABILITY | OPEN TO IMMEDIATE RELOCATION

Los Lunas, NM [REDACTED] [linkedin.com/in/dr-robert-sims-jr-269a81170](https://www.linkedin.com/in/dr-robert-sims-jr-269a81170)

EXECUTIVE PROFILE

PK-20 educational executive, licensed superintendent, and scholar-practitioner with 30+ years of progressive leadership spanning school systems, higher education, special education, early childhood, career and technical education, and adult learning. Leads at the intersection of curriculum, assessment, accountability, organizational strategy, and student performance, translating evidence into executive decisions, instructional priorities, resource allocation, and measurable improvement. Track record includes school turnaround within one year, attendance improvement from 42% to 80%, 13% ELA and mathematics growth, 95% special-education improvement, 90% reduction in out-of-school suspensions, and stewardship of approximately \$10 million in budget and resource priorities.

EXECUTIVE IMPACT

42% → 80% Attendance | **13%** ELA & Math Growth | **95%** Special Education | **90%** Suspension Reduction | **\$10M** Resource Stewardship

CURRICULUM & ASSESSMENT LEADERSHIP

Demonstrated Leadership: Assessment design and review | Common and benchmark assessments | Rubric and scoring-criteria development | Student-performance interpretation | Item-level and score/proficiency distribution analysis | Standards-to-assessment alignment | State testing and accountability | Assessment-informed instructional redesign

Technical Fluency: Validity and reliability concepts | Multiple-measure interpretation | Assessment consistency and quality | Formative and summative assessment cycles | Measurement principles supporting instructional and program decisions

Executive Leadership: Curriculum & instruction | School turnaround | Strategic planning | Organizational transformation | Talent development | Operations | multi-million-dollar resource stewardship | Governance & policy | Strategic partnerships & stakeholder leadership | Higher education

EXECUTIVE LEADERSHIP & CHANGE EXECUTION

- Directed school and organizational change across academics, student services, operations, culture, and community engagement, aligning educators, administrators, families, and external partners around measurable priorities.
- Translated assessment and performance evidence into executive decisions, instructional priorities, intervention strategies, and resource allocation while maintaining alignment with standards and accountability expectations.
- Developed emerging leaders through supervision, mentoring, and executive coaching, including five aspiring principals and teacher interns.
- Led complex, multi-stakeholder environments across school, district, university, government, board, and community settings, using clear priorities, sustained communication, and accountability to move initiatives from strategy to measurable results.

PROFESSIONAL EXPERIENCE

ALBUQUERQUE PUBLIC SCHOOLS — Albuquerque, NM

Principal / Assistant Principal | July 2024 – July 2026

- Directed schoolwide turnaround priorities across enrollment, attendance, academic achievement, school culture, and equitable student opportunity.
- Directed analysis of assessment and performance data, including item-level results and score/proficiency patterns, to identify achievement gaps, set instructional priorities, and redesign supports in ELA and mathematics.
- Led standards-to-assessment alignment and curriculum review connecting learning standards, common and benchmark assessments, classroom evidence, scoring criteria, and instructional expectations.
- Oversaw benchmark/interim and summative assessment cycles and applied multiple measures of student learning to monitor progress, evaluate evidence, and adjust instruction, intervention, and resource deployment.
- Delivered 76% enrollment growth, attendance improvement from 42% to 80%, 13% ELA and mathematics growth at/above grade level, and 80% improvement in school-climate measures.
- Secured community contracts and resources that expanded educational and financial opportunities for students and families.

THE GREAT ACADEMY — Albuquerque, NM

Director of Student Services / Assistant Superintendent Fellow | Aug. 2023 – June 2024

- Directed student-services priorities for students with IEPs and 504 plans while maintaining alignment with federal and state requirements.
- Evaluated academic, intervention, and student-support evidence to monitor outcomes and inform instructional and program redesign for students requiring differentiated services.
- Delivered 50% improvement in special-education academic outcomes within one month and 95% within three months through academic and cultural restructuring.

- Advised executive leadership on organizational improvement, student support, equitable access, and accountability priorities.

LOS LUNAS HIGH SCHOOL — Los Lunas, NM

High School Assistant Principal | Jan. 2021 – Aug. 2023

- Led campus priorities spanning student success, safety, attendance, truancy, instruction, and student support in partnership with staff, families, and administrators.
- Evaluated student-performance, assessment, course, and intervention evidence to identify instructional priorities and monitor progress against school goals.
- Supervised and mentored five aspiring principals and teacher interns, strengthening the leadership pipeline.

HOBBS MUNICIPAL SCHOOLS — Hobbs, NM

Elementary Principal | July 2019 – Jan. 2021

- Transformed school performance from “Academically Unacceptable” to “Academically Acceptable” within one year.
- Aligned curriculum, assessment, and school-improvement priorities to state standards and accountability expectations; used item-level results and achievement trends to direct instructional response and monitor improvement.
- Reduced out-of-school suspensions by 90% through targeted discipline and student-support interventions.

HOBBS MUNICIPAL SCHOOLS — Hobbs, NM

Superintendent Fellow | Oct. 2019 – Jan. 2021

- Partnered with the Superintendent and Assistant Superintendents across HR, Operations, Athletics, Curriculum & Instruction, Data & Analysis, and Student Services on district-level priorities and executive decision-making.
- Built district-level experience across state testing, accountability, assessment review, curriculum alignment, operations, governance, and cross-functional strategy.

EARLIER LEADERSHIP & INSTRUCTIONAL EXPERIENCE

WESTERN MICHIGAN UNIVERSITY — Kalamazoo, MI

Director of Diversity & Inclusion | Jan. 2018 – Jan. 2019

- Advanced graduate-student interests and organizational visibility through university and community partnerships.

KALAMAZOO PUBLIC SCHOOLS — Kalamazoo, MI

K-5 / Adult Education / ESL Teacher | Sept. 2012 – May 2016

- Used classroom evidence and assessment results to differentiate instruction across K-5, adult education, and ESL settings.

YWCA OF KALAMAZOO — Kalamazoo, MI

Director of Early Childhood Education | Jan. 2012 – Jan. 2014

- Directed early-childhood programming for homeless and transient children and families, including budgets, program quality, educational resources, and outcome-focused improvement.

DETROIT PUBLIC SCHOOLS — Detroit, MI

PK-12 Educator / Career Technical Education | June 1990 – June 2012

- Provided instructional and program leadership across early childhood, career technical education, and PK-12 settings; designed and reviewed standards-aligned classroom assessments, common measures, rubrics, and scoring criteria to monitor learning and adapt instruction.

HIGHER EDUCATION EXPERIENCE

UNIVERSITY OF NEW MEXICO — Albuquerque, NM

Adjunct Professor | Jan. 2023 – Jan. 2024

- Taught graduate and undergraduate coursework in Teacher Education and Educational Leadership, connecting educational research, curriculum, assessment, standards alignment, and evidence-based decision-making.

EDUCATION & CREDENTIALS

Doctor of Education (Ed.D.), PK-20 Educational Leadership — University of the Southwest, 2023

Education Specialist, K-12 Educational Principal Leadership — Western Michigan University, 2022

Master of Arts, Interscholastic Athletic Administration/K-12 School Leadership — Western Michigan University, 2019

Master of Science, Education Administration — Mary Grove College, 2003

Bachelor of Science, Early Childhood Education — Central Michigan University

Licensure/Certifications: New Mexico Administrative (393262); Professional Pre-K-12 Special Education; K-8; B-3 | Texas Superintendent, EC-12 | Michigan Central Office/Superintendent; Administrative & Professional K-8 (SA0000000965805)

PARTNERSHIPS, RESEARCH & AFFILIATIONS

Strategic Partnerships & Public Leadership: NMPED Black Education Act Advisory Council | Federal Relations Representative for New Mexico school boards | City of Albuquerque | KRQE Cares | CASA New Mexico | New Mexico Association of Elementary School Principals | Resources mobilized for 340+ students and an initiative supporting 50 student families.

Selected Research & Publication: Analysis of New Mexico Black Male Educators’ Effects of Underrepresentation in Education (2022).

Professional & Civic Affiliation: Phi Beta Sigma Fraternity, Inc. — Director of Education, New Mexico Chapter